MICA

Academic Program Review
Procedures and Guidelines

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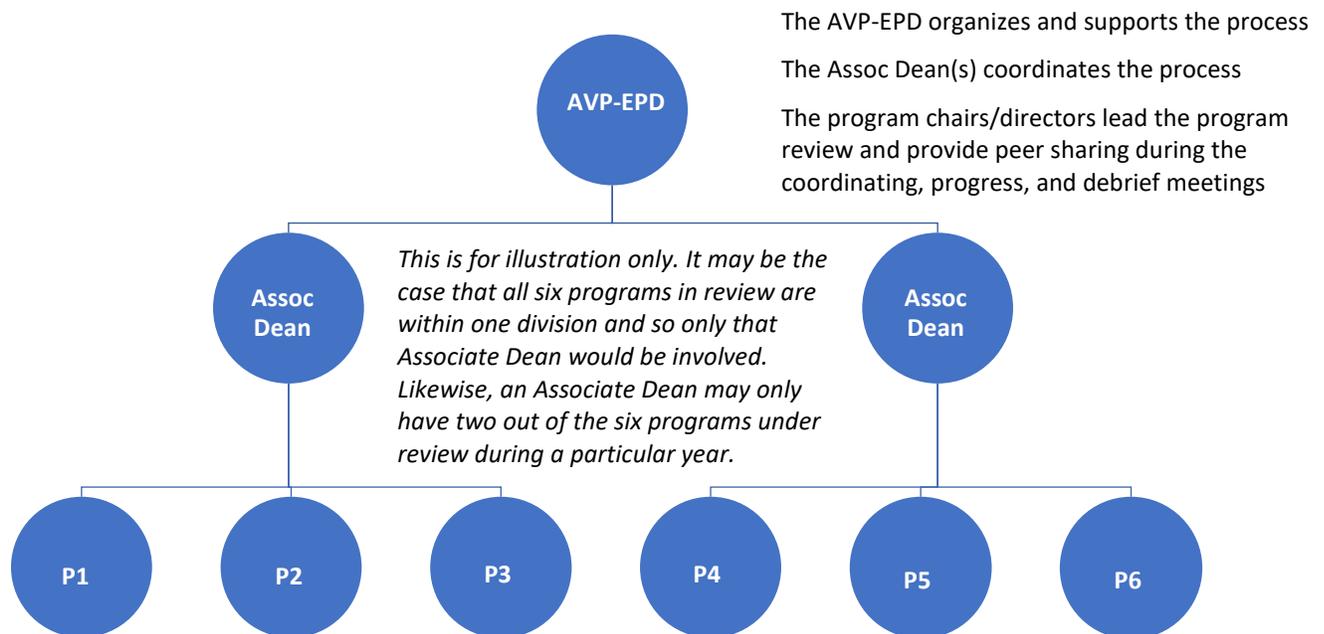
Maryland Institute College of Art
Academic Program Review Procedures and Guidelines

Academic Program Review (APR) is a formal, periodic process that supports the ongoing assessment, renewal, and transformation of MICA's degree programs in the context of MICA's mission to *"EMPOWER students to forge creative, purposeful lives and careers in a diverse and changing world. THRIVE with Baltimore. MAKE the world we imagine*."[1] As such, it is an opportunity to develop and articulate a clear vision for where the program wishes to be in the future and a plan for realizing that vision. This is accomplished through an in-depth self-study which considers a program's curriculum, pedagogy, educational outcomes, and resources; changes in the discipline; an external review by experts in the discipline; and an articulation of aspirations and specific plans for improvement that situate the program for success in responding to future challenges and opportunities.

While APR is grounded in the goals of the individual programs and is driven by program faculty, the process is overseen by the Office of Academic Affairs and is supported by the Associate Vice President for Educational Planning & Development and facilitated by one or more Associate Deans working directly with programs that are under review.

The AVP-EPD organizes and supports the process

The Assoc Dean(s) coordinates the process

The program chairs/directors lead the program review and provide peer sharing during the coordinating, progress, and debrief meetings

This is for illustration only. It may be the case that all six programs in review are within one division and so only that Associate Dean would be involved. Likewise, an Associate Dean may only have two out of the six programs under review during a particular year.

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[1] "Program" is used throughout and is applicable to both undergraduate departments and graduate programs.

Coordination of Program Review

Although APR is an internally designed and governed process, it does assist MICA in its responsibility as an accredited institution of higher education to ensure the quality and currency of our programs and to be able to demonstrate that to external stakeholders such as the National Association of Schools of Art and Design (NASAD) and the Middle States Commission on Higher Education (MSCHE). Therefore, the process and guidelines for self-study described below are in keeping with NASAD's expectation relative to evaluation, planning, and projections; specifically, that "evaluation, planning, and making projections are a set of connected activities that relate to all aspects of an art/design unit's work. They include, but go well beyond numbers of students, personnel, or programs; lists of resource needs; or declarations of aspiration. They address strategies and contextual issues consistent with the purposes, size and scope, program offerings, and responsibilities of the art/design unit."[2]

APR Procedures

Program review is a faculty- and peer-based process during which programs reflect on their purposes, structure, and goals; gather data to demonstrate whether they are achieving those goals; and articulate plans for advancing the program. At MICA, each academic program engages in a formal review every 5-8 years. While this is the standard review cycle, a Vice Provost may call for a program's review to commence on a shorter cycle. In no instance should the time between program reviews exceed ten years after submission of the previous APR self-study. In any one year, APR will be underway in a number of programs; normally, no more than six.

In addition to engaging program faculty as a self-study team, each program will have at least one faculty member from another area on their self-study team. This person, selected by the Associate Dean in consultation with the program and the Vice Provost, will serve as a member of the self-study team in lieu of other committee service. Having a MICA colleague from another program as part of the self-study team enriches the process by being able to get an "outsider's" view from a person who is well acquainted with MICA's culture and mission/vision. Programs will also receive feedback and input from external reviewers—experts in the field who are not affiliated with MICA.

The Office of Academic Affairs will provide the funding to support the APR process including: honoraria for external reviewers; reimbursement for travel/lodging/meals for external reviewers; and reimbursement for discretionary spending, up to a pre-determined level, to support programs in data collection and discussions. (See Appendix A for estimated budget support required for APR.)

At the end of a cycle, there will be three program-specific documents: Program Self-Study, External Reviewers' Feedback Report, and the Program Visioning Document. In addition, the Associate Dean(s) will produce a brief summary of the reviews/plans in their area; this summary

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[2] NASAD Handbook 2017-18; Standards for Accreditation, II.L.

will include common themes that emerged, suggestions for collaborations, and a prioritization of initiatives/changes along with associated resource needs.
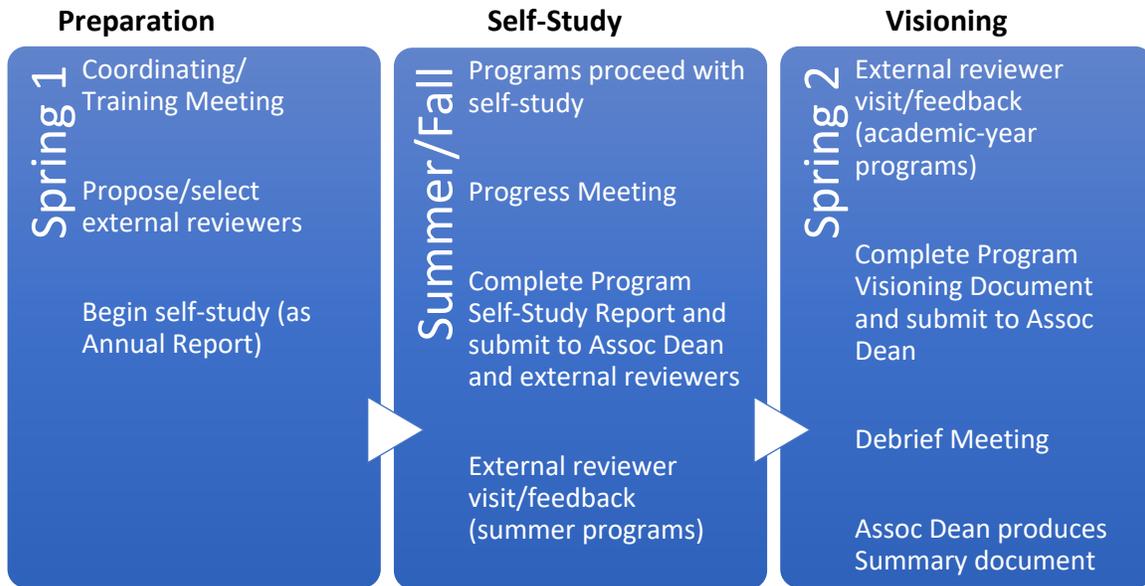
The Role of External Review

External review is conducted as a site visit by two to three persons who have specific knowledge and expertise in the relevant discipline. Potential reviewers are identified by the program under review and are ultimately selected by the appropriate Associate Dean. External reviewers contribute to APR in a number of ways: as unbiased evaluators of the program's self-study and conclusions; in providing insight into the program's goals and objectives in relation to emerging trends in the discipline; by helping to identify challenges that may prevent the program from meeting its goals and aspirations; and through the articulation of suggestions on how the program can improve. In doing this, external reviewers rely primarily on their discipline-specific knowledge, the Program Self-Study, and the site visit.

Site visits are typically one to two days in length and are normally scheduled in a way to allow both external reviewers to be on campus at the same time. While itineraries for site visits will vary and should be coordinated in advance with the external reviewers, visits will typically include: opening and closing briefings with the program chair/director and appropriate Associate Dean; meeting with program faculty; meeting with students served by the program; meeting with appropriate support staff; tour of facilities; and review of student work. The site visit schedule should also allow for the reviewers to have work periods that will allow them to discuss their impressions and begin to shape their feedback report.

The External Reviewers' Feedback Report will be delivered in electronic format to the program chair/director and appropriate Associate Dean. External Reviewers will be provided with a Microsoft Word template for their Feedback Report; this template includes prompts that ensure the reviewers respond to key themes of interest to the program and the College. This report, typically 10-15 pages in length, is ordinarily received within two weeks of the site visit.

Timeline and Stages of the Review

APR is a three-term process beginning and ending in spring semesters. Using this timeline enables low-residency/summer intensive programs to participate in the same cycle as regular academic-year programs. For low-residency programs, the activity between spring semesters would occur in the intervening summer while for academic-year programs that same activity would occur in the fall.

Preparation	Self-Study	Visioning
Spring 1 Coordinating/ Training Meeting Propose/select external reviewers Begin self-study (as Annual Report)	**Summer/Fall** Programs proceed with self-study Progress Meeting Complete Program Self-Study Report and submit to Assoc Dean and external reviewers External reviewer visit/feedback (summer programs)	**Spring 2** External reviewer visit/feedback (academic-year programs) Complete Program Visioning Document and submit to Assoc Dean Debrief Meeting Assoc Dean produces Summary document

Spring 1 – Preparation:

- The Associate Vice President for Educational Planning & Development convenes a Coordinating and Training Meeting with the chairs/directors of the programs under review along with the appropriate Associate Dean(s)
    - Chairs/directors are oriented to the process; and provided with templates and a standard set of data (faculty, staff, enrollment, budget) for their program
- Programs propose a slate of external reviewers to their Associate Dean who has the ability to add to the lists
- The Associate Dean, in consultation with their Vice Provost, selects two to three reviewers for each program
- The Associate Dean invites external reviewers, supplementing invitations as needed in order to result in the slate of external reviewers
- Programs complete and submit an Annual Report as usual; content from that Annual Report will be the initial basis for the Self-Study

Summer/Fall – Self-Study:

- Programs proceed with their self-study
- The Associate Vice President for Educational Planning & Development convenes a progress meeting to address any challenges encountered by programs and to discuss next-steps in the APR process
- Programs complete their Program Self-Study Report and submit it to their Associate Dean and external reviewers
- Campus visit with external reviewers occur for summer programs and is followed by an External Reviewers' Feedback Report

Spring 2 – Visit and Visioning:

- Campus visit with external reviewers occurs for academic-year programs and is followed by an External Reviewers' Feedback Report
- Programs complete a Program Visioning Document, following the guidelines provided, and submits it to their Associate Dean – The Program Visioning Report replaces the Annual Report for the year (there is no additional Annual Report required)
- The Associate Vice President for Educational Planning & Development convenes a de-briefing meeting to assess the process and evaluate any necessary adjustments for improvement
- The Associate Dean(s), in consultation with their Vice Provost, provides feedback to the programs including direction in terms of prioritizing initiatives/changes, suggested collaborations, and funding opportunities
- Associate Dean produces a Summary for the programs in their area which ties the APR to divisional/College-wide planning and resource allocation
- Results of the APRs are shared with the community in two ways:
  - By providing the Academic Affairs Committee of the Faculty Assembly with the Associate Dean's Summary
  - By an oral report from the Provost at the end-of-year full-faculty meeting

APR Guidelines

The following guidelines are provided for the Program Self-Study Report, the Program Visioning Document, and the Associate Dean's Summary. There is a Microsoft Word template for each of these documents that includes sample questions to consider at each stage in order to facilitate the user in producing their reports.

Effort has been made to streamline the reporting and make connections between the departmental/program assessment reports, annual reports, APR reports, and the College's Self-Studies for reaccreditation. In many cases, the source material needed for APR can be drawn from existing resources; the Associate Dean can assist programs in identifying those resources.

Program Self-Study Report

Programs are given flexibility in how they collect data and complete their self-study but are encouraged to include input from their faculty, students/alumni, academic services and support areas (fabrication labs, exhibitions, etc.), other appropriate staff, and external stakeholders. In addition, programs may choose to include relevant information about peer or aspirational programs at other institutions. Institutional data on enrollments, faculty/staffing, and budgets must be included in the self-study.

The Program Self-Study consists of five sections. The elements of each section need not be addressed in the order in which they are listed, nor are these elements exhaustive; programs can include additional information if they wish. While there is no page limit to the Self-Study Report, programs are encouraged to be concise in their presentation of evidence and analysis.

1. Institutional Context (provided in the Program Self-Study Report template; this information is primarily for external reviewers)

2. Program Context
   - Program title
   - Role of the program at the College
       - In what ways, if any, does the program support the learning of students who are not majors?
   - Program learning outcomes and connection to Institutional Learning Outcomes
   - Curriculum (include most recent NASAD Curricular Table)
   - Relationship of the program to MICA's mission/vision and DEIG principles
   - Role of the program in the Baltimore—or beyond—community
   - Strengths and weaknesses relative to the above (include information from assessment reports and graduating student survey)

3. Staffing and Students (programs will be provided with a standard set of data pulled from HR and Enrollment Services records)
   - Faculty (include five-year trend of positions and demographics)
   - Staff (include five-year trend of positions and demographics)
   - Students (include five-year trend of total course enrollments, number of majors, graduation rate, and alumni placement)
   - Strengths and weaknesses relative to the above

4. Resources
   - Finances (include five-year trend of operating budgets—these data will be provided to the program)
   - Facilities and equipment (include capital requested and capital received in previous five-years)
   - Affiliated programs/supports (e.g. Center for Creative Citizenship, Exhibitions, Writing Studio, etc.)
   - Strengths and weaknesses relative to the above

5. Conclusion
   - Summary of the self-study including an articulation of the program's vision and aspirations to achieve over the next 5 years

Program Visioning Document

Producing the Program Visioning Document allows the programs the ability to further reflect on their self-study, the conversations engaged in during the external review site visits, and the written feedback received from the external review team. This document is an expression of the program's vision for the future and aspirations for change and curricular renewal/ transformation. Programs can utilize this document to substantiate requests for resources (human, capital, etc.) or other forms of institutional support. Programs are expected to provide updates on progress toward their goals or adjustments to the goals in their annual reports.

The Program Visioning Document consists of four sections. The elements of each section need not be addressed in the order in which they are listed, nor are these elements exhaustive; programs can include additional information if they wish. Programs are encouraged to be specific and concise in articulating their goals and plans.

1. Summary of feedback received from external reviewers

2. Vision for the future and related opportunities
   - Analysis of the program's position relative to its vision for the future
   - Changes in enrollment demand
   - Changes in discipline (content, skills, demand, etc.)
   - Untapped internal potential that can be used to make the program more distinctive

3. Goals (3-5) for the next five years relative to the above
   - Specific changes that the program wishes to make
   - External conditions that may limit the program's ability to meet these goals
   - Internal conditions that may limit the program's ability to meet these goals

4. Measuring success
   - Measures to be used to assess progress toward goals (programs will be expected to report on these measures in their annual reports)
   - Specific results that will be indicative of success

Associate Dean's Summary

The Associate Dean's Summary provides the common themes, suggested collaborations, and prioritized initiatives from all of their programs that participated in review during any given year. This document can be used to inform divisional planning and the priorities for Academic Affairs; it also provides a means by which to ensure transparency in the APR process—as it is shared with the Academic Affairs Committee of the Faculty Assembly.

The Associate Dean's Summary consists of three sections.

1. Programs under review and common themes
   - Enrollment
   - Resources
   - Opportunities
   - Obstacles/limitations

2. Opportunities for collaboration
   - Overlaps in the goals of the individual programs
   - Opportunities for interdisciplinarity in keeping with the direction/changes in the individual disciplines and/or untapped internal potential

3. Prioritization of proposed initiatives/changes with associated rationale and resource needs

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Appendix A

APR Estimated Budget

External Reviewer honorarium - $500 each (x2 = $1,000; x3=$1,500)

External Reviewer travel/lodging/meals – (up to) $1,200 each (x2 = $2,400; x3=$3,600)

Program miscellaneous expenses (supplies, catering etc. to support data collection and discussion) - $250

Total budget per program - $3,650 - $5,350

Total budget per group of six = $21,900 – 32,100